Index to Volume 14

Author Index

Allen MM: See **Templeton B**
Anderson D: See **Ross CA**
Arnold LE: A fuller history of the PRITE (letter). Spring 54–55
Auerbach MI: See **Polan HJ**

Babiak T: See **Salvendy JT**
Ballenger JC: See **Zealberg JJ**
Berger B, Simmons E, Gregory J, Finestone D: The supervisors' conference. Fall 137–141
Borus JF: See **Yager J**
Briggs T: See **Scher M**
Brock DM: See **Loebel JP**
Brown GR: The inpatient data base as a technique to prevent junior faculty burnout. Winter 224–229
Burt VK, Yager J: Older psychiatric residents: a pilot study of stresses and strengths. Fall 146–149
Butterfield PT: See **Holmes GR**

Castelnuovo-Tedesco P: See **Daniel DG**
Clopton CL: See **Daniel DG**
Christie SD: See **Zealberg JJ**
Cohen S: See **Scher M**
Cole EA: See **Holmes GR**

Daniel DG, Clopton CL, Castelnuovo-Tedesco P: How much psychiatry are medical students really learning? Spring 9–16
Dial TH, Haviland MG, Pincus HA: Factors associated with future psychiatrists' selection of academic or clinical careers. Fall 164–171
Dubin WR: See **Fink D**; **Jaffe R**

Ekstrom D: See **Ruegg RG**
El-Mallakh RS, Riba M: Post-psychiatry residency career choice: current trends. Summer 86–91
Evans DL: See **Ruegg RG**

Finestone D: See **Berger B**

Ganguli M, Rancurello M: Starting fights: the debate as teaching tool (new idea). Spring 39–43
Golden RN: See **Ruegg RG**
Gregory J: See **Berger B**
Groves JE: Teaching short-term psychotherapy with blind role plays. Winter 218–223

Hadley S: See **Shore D**
Haviland MG: See **Dial TH**
Hiers TG. See **Zealberg JJ**
Holmes GR, Musher JS, Wright HH, Butterfield PT, Cole EA, Smith ME: How recent medical school graduates evaluate the clinical relevancy of their behavioral science curriculum. Spring 17–20
Hunt DD: See **Loebel JP**

Jaffe R, Shoyer B, Siegel L, Roemer R, Dubin WR: An assessment of psychiatric residents' knowledge and attitudes regarding ECT. Winter 204–210
Jones BA: See **Smeltzer DJ**

Keane M: Contemporary beliefs about mental illness among medical students. Fall 172–177
Khan A: See **Scher M**
Khatain, K: See **Sansone RA**

Lapidus DR: See **Resnikoff RO**
Lash L: See **Shore D**
Leichner P: See **Ross CA**
Loebel JP, Brock DM, Scott CS, Hunt DD: Characterization of psychiatry residency training programs (new idea). Summer 73–79

Matas M: See **Ross CA**
Matthews KL, Ticknor CB: Reply to Dr. Arnold (letter). Spring 55
Miller DA, Puryear DA, Sadler JZ: Psychiatry clerkship sites: factors that make a difference in student performance. Summer 106–113
Musher JS: See **Holmes GR**

Nestler EJ: The case of double supervision: a resident's perspective on common problems in psychotherapy supervision. Fall 129–136

Pate LA, Wolff TK: Supervision: the residents' perspective. Fall 122–128
Pincus HA: See **Dial TH**
Polan HJ, Auerbach MI, Viederman M: AIDS as a paradigm of human behavior in disease: impact and implications of a course. Winter 197–203
Puckett JA: See **Zealberg JJ**
Puryear DA: See **Miller DA**

Rancurello M: See **Ganguli M**
Resnikoff RO, Lapidus DR: Wearing different hats as a family therapist: an integrated four-phase training model. Fall 150–156
Riba M: See **El-Mallakh RS**
Rittelmeyer LF: Leadership in an academic department of psychiatry (commentary). Summer 57–64
Robinowitz CB: Supervision of residents: teaching must keep pace with knowledge (commentary). Fall 142–145
Robson B: See **Salvendy JT**
Rodenhauser P: See **Sansone RA**
Roemer R: See **Jaffe R**
Ross CA, Leichner P, Matas M, Anderson D: A method of teaching and evaluating psychiatric case formulation. Summer 99–105
Ruegg RG, Ekstrom D, Evans DL, Golden RN: Introduction of a standardized report form improves the quality of mental status examination reports by psychiatry residents. Fall 157–163

Sadler JZ: See **Miller DA**
Salvendy JT, Robson B, Babiak T: Group psychotherapy in psychiatric residency training. Spring 27–33
Sansone RA, Khatain K, Rodenhauser P: The role of religion in psychiatric education: a national survey. Spring 34–38
Santos A: See **Zealberg JJ**
Scher M, Briggs T, Khan A, Cohen S: Patients' satisfaction with care received in teaching settings. Spring 21–26
Schulz SC: See **Shore D**
Schweitzer E, Shtasel D: The role of current literature in psychiatric residency education. Summer 92–98
Scott CS: See **Loebel JP**
Shore D, Lash L, Hadley S, Wagman A, Schulz SC: National Institute of Mental Health clinical research career opportunities. Spring 1–8
Shoyer B: See **Fink D**; **Jaffe R**
Shtasel D: See **Schweitzer E**
Siegel DJ: See **Yager J**
Siegel L: See **Jaffe R**
Simmons E: See **Berger B**

Index to Volume 14

Author Index

Allen MM: See **Templeton B**
Anderson D: See **Ross CA**
Arnold LE: A fuller history of the PRITE (letter). Spring 54–55
Auerbach MI: See **Polan HJ**

Babiak T: See **Salvendy JT**
Ballenger JC: See **Zealberg JJ**
Berger B, Simmons E, Gregory J, Finestone D: The supervisors' conference. Fall 137–141
Borus JF: See **Yager J**
Briggs T: See **Scher M**
Brock DM: See **Loebel JP**
Brown GR: The inpatient data base as a technique to prevent junior faculty burnout. Winter 224–229
Burt VK, Yager J: Older psychiatric residents: a pilot study of stresses and strengths. Fall 146–149
Butterfield PT: See **Holmes GR**

Castelnuovo-Tedesco P: See **Daniel DG**
Clopton CL: See **Daniel DG**
Christie SD: See **Zealberg JJ**
Cohen S: See **Scher M**
Cole EA: See **Holmes GR**

Daniel DG, Clopton CL, Castelnuovo-Tedesco P: How much psychiatry are medical students really learning? Spring 9–16
Dial TH, Haviland MG, Pincus HA: Factors associated with future psychiatrists' selection of academic or clinical careers. Fall 164–171
Dubin WR: See **Fink D**; **Jaffe R**

Ekstrom D: See **Ruegg RG**
El-Mallakh RS, Riba M: Post-psychiatry residency career choice: current trends. Summer 86–91
Evans DL: See **Ruegg RG**

Finestone D: See **Berger B**

Ganguli M, Rancurello M: Starting fights: the debate as teaching tool (new idea). Spring 39–43
Golden RN: See **Ruegg RG**
Gregory J: See **Berger B**
Groves JE: Teaching short-term psychotherapy with blind role plays. Winter 218–223

Hadley S: See **Shore D**
Haviland MG: See **Dial TH**
Hiers TG. See **Zealberg JJ**
Holmes GR, Musher JS, Wright HH, Butterfield PT, Cole EA, Smith ME: How recent medical school graduates evaluate the clinical relevancy of their behavioral science curriculum. Spring 17–20
Hunt DD: See **Loebel JP**

Jaffe R, Shoyer B, Siegel L, Roemer R, Dubin WR: An assessment of psychiatric residents' knowledge and attitudes regarding ECT. Winter 204–210
Jones BA: See **Smeltzer DJ**

Keane M: Contemporary beliefs about mental illness among medical students. Fall 172–177
Khan A: See **Scher M**
Khatain, K: See **Sansone RA**

Lapidus DR: See **Resnikoff RO**
Lash L: See **Shore D**
Leichner P: See **Ross CA**
Loebel JP, Brock DM, Scott CS, Hunt DD: Characterization of psychiatry residency training programs (new idea). Summer 73–79

Matas M: See **Ross CA**
Matthews KL, Ticknor CB: Reply to Dr. Arnold (letter). Spring 55
Miller DA, Puryear DA, Sadler JZ: Psychiatry clerkship sites: factors that make a difference in student performance. Summer 106–113
Musher JS: See **Holmes GR**

Nestler EJ: The case of double supervision: a resident's perspective on common problems in psychotherapy supervision. Fall 129–136

Pate LA, Wolff TK: Supervision: the residents' perspective. Fall 122–128
Pincus HA: See **Dial TH**
Polan HJ, Auerbach MI, Viederman M: AIDS as a paradigm of human behavior in disease: impact and implications of a course. Winter 197–203
Puckett JA: See **Zealberg JJ**
Puryear DA: See **Miller DA**

Rancurello M: See **Ganguli M**
Resnikoff RO, Lapidus DR: Wearing different hats as a family therapist: an integrated four-phase training model. Fall 150–156
Riba M: See **El-Mallakh RS**
Rittelmeyer LF: Leadership in an academic department of psychiatry (commentary). Summer 57–64
Robinowitz CB: Supervision of residents: teaching must keep pace with knowledge (commentary). Fall 142–145
Robson B: See **Salvendy JT**
Rodenhauser P: See **Sansone RA**
Roemer R: See **Jaffe R**
Ross CA, Leichner P, Matas M, Anderson D: A method of teaching and evaluating psychiatric case formulation. Summer 99–105
Ruegg RG, Ekstrom D, Evans DL, Golden RN: Introduction of a standardized report form improves the quality of mental status examination reports by psychiatry residents. Fall 157–163

Sadler JZ: See **Miller DA**
Salvendy JT, Robson B, Babiak T: Group psychotherapy in psychiatric residency training. Spring 27–33
Sansone RA, Khatain K, Rodenhauser P: The role of religion in psychiatric education: a national survey. Spring 34–38
Santos A: See **Zealberg JJ**
Scher M, Briggs T, Khan A, Cohen S: Patients' satisfaction with care received in teaching settings. Spring 21–26
Schulz SC: See **Shore D**
Schweitzer E, Shtasel D: The role of current literature in psychiatric residency education. Summer 92–98
Scott CS: See **Loebel JP**
Shore D, Lash L, Hadley S, Wagman A, Schulz SC: National Institute of Mental Health clinical research career opportunities. Spring 1–8
Shoyer B: See **Fink D**; **Jaffe R**
Shtasel D: See **Schweitzer E**
Siegel DJ: See **Yager J**
Siegel L: See **Jaffe R**
Simmons E: See **Berger B**

Smeltzer DJ, Jones BA: Reliability and validity of the Psychiatry Resident in-Training Examination. Fall 115–121
Smith ME: See **Holmes GR**
Strauss GD: See **Yager J**

Templeton B, Allen MM: Interrater reliability in evaluating trainee interviewing skills. Winter 188–196
Thompson TL: A leadership perspective: one year after becoming chair of a department (commentary). Summer 65–72
Ticknor CB: See **Matthews KL**

Viederman M: See **Polan HJ**

Wagman A: See **Shore D**
Wolff TK: See **Pate LA**
Wright HH: See **Holmes GR**

Yager AR: See **Yager J**
Yager J: The many quests of psychiatrists: how well can we fulfill them? (commentary). Spring 44–53
Yager J: See **Burt VK**
Yager J, Borus JF: A survival guide for psychiatric residency training directors. Winter 180–187
Yager J, Yager AR, Siegel DJ, Strauss GD: Professional interests among residency applicants in psychiatry: a pilot study of autobiographical statements. Summer 80–85

Zealberg JJ, Santos A, Hiers TG, Ballenger JC, Puckett JA, Christie SD: From the benches to the trenches: training residents to provide emergency outreach services—a public/academic project. Winter 211–217

Subject Index

Academic Careers
Factors associated with future psychiatrists' selection of academic or clinical careers. Dial TH, Haviland MG, Pincus HA. Fall 164–171
Academic Leadership
Leadership in an academic department of psychiatry (commentary). Rittelmeyer LF. Summer 57–64
A leadership perspective: one year after becoming chair of a department. Thompson TL. Summer 65–72
A survival guide for psychiatric residency training directors. Yager J, Borus JF. Winter 180–187
Career Development
Factors associated with future psychiatrists' selection of academic or clinical careers. Dial TH, Haviland MG, Pincus HA. Fall 164–171
The inpatient database as a technique to prevent junior faculty burnout. Brown G. Winter 224–229
The many quests of psychiatrists: how well can we fulfill them? (commentary). Yager J. Spring 44–53
National Institute of Mental Health clinical research career opportunities. Shore D, Lash L, Hadley S, Wagman A, Schulz SC. Spring 1–8
Post-psychiatry residency career choice: current trends. El-Mallakh RS, Riba M. Summer 86–91
Professional interests among residency applicants in psychiatry: a pilot study of autobiographical statements. Yager J, Yager AR, Siegel DJ, Strauss GD. Summer 80–85
A survival guide for psychiatric residency training directors. Yager J, Borus JF. Winter 180–187
Clerkship
Psychiatry clerkship sites: factors that make a difference in student performance. Miller DA, Puryear DA, Sadler JZ. Summer 106–113
Clinical Careers
Factors associated with future psychiatrists' selection of academic or clinical careers. Dial TH, Haviland MG, Pincus HA. Fall 164–171
Commentaries
Leadership in an academic department of psychiatry. Rittelmeyer LF. Summer 57–64
A leadership perspective: one year after becoming chair of a department. Thompson TL. Summer 65–72
The many quests of psychiatrists: how well can we fulfill them? Yager J. Spring 44–53
Supervision of residents: teaching must keep pace with knowledge. Robinowitz CB. Fall 142–145
Curriculum Content
AIDS as a paradigm of human behavior in disease: impact and implications of a course. Polan HJ, Auerbach MI, Viederman M. Winter 197–203
An assessment of psychiatric residents' knowledge and attitudes regarding ECT. Jaffe R, Shoyer B, Siegel L, Roemer R, Dubin W. Winter 204–210
Characterization of psychiatry residency training programs (new idea). Loebel JP, Brock DM, Scott CS, Hunt DD. Summer 73–79
How much psychiatry are medical students really learning? Daniel DG, Clopton CL, Castelnuovo-Tedesco P. Spring 9–16
How recent medical school graduates evaluate the clinical relevancy of their behavioral science curriculum. Holmes GR, Musher JS, Wright HH, Butterfield PT, Cole EA, Smith ME. Spring 17–20
The role of current literature in psychiatric residency education. Schweitzer E, Shtasel D. Summer 92–98
The role of religion in psychiatric education: a national survey. Sansone RA, Khatain K, Rodenhauser P. Spring 34–38
Debate
Starting fights: the debate as teaching tool (new idea). Ganguli M, Rancurello M. Spring 39–43
ECT
An assessment of psychiatric residents' knowledge and attitudes regarding ECT. Jaffe R, Shoyer B, Siegel L, Roemer R, Dubin W. Winter 204–210
Emergency Outreach Services
From the benches to the trenches:

training residents to provide emergency outreach services—a public/academic project. Zealberg JJ, Santos AB, Hiers TG, Ballenger JC, Puckett JA, Christie SD. Winter 211–217

Evaluation

An assessment of psychiatric residents' knowledge and attitudes regarding ECT. Jaffe R, Shoyer B, Siegel L, Roemer R, Dubin W. Winter 204–210

A method of teaching and evaluating psychiatric case formulation. Ross CA, Leichner P, Matas M, Anderson D. Summer 99–105

Interrater reliability in evaluating trainee interviewing skills. Templeton B, Allen MM. Winter 188–196

Patients' satisfaction with care received in teaching settings. Scher M, Briggs T, Khan A, Cohen S. Spring 21–26

Family Therapy

Wearing different hats as a family therapist: an integrated four-phase training model. Resnikoff RO, Lapidus DR. Fall 150–156

Formulation

A method of teaching and evaluating psychiatric case formulation. Ross CA, Leichner P, Matas M, Anderson D. Summer 99–105

Interviewing Skills

Interrater reliability in evaluating trainee interviewing skills. Templeton B, Allen MM. Winter 188–196

Letters

A fuller history of the PRITE. Arnold LE. Spring 54–55

Reply to Dr. Arnold. Matthews KL, Ticknor CB. Spring 55

Medical Student Education

AIDS as a paradigm of human behavior in disease: impact and implications of a course. Polan JH, Auerbach MI, Viederman M. Winter 197–203

Contemporary beliefs about mental illness among medical students: implications for education and practice. Keane M. Fall 172–177

Factors associated with future psychiatrists' selection of academic or clinical careers. Dial TH, Haviland MG, Pincus HA. Fall 164–171

How much psychiatry are medical students really learning? Daniel DG, Clopton CL, Castelnuovo-Tedesco P. Spring 9–16

How recent medical school graduates evaluate the clinical relevancy of their behavioral science curriculum. Holmes GR, Musher JS, Wright HH, Butterfield PT, Cole EA, Smith ME. Spring 17–20

Interrater reliability in evaluating trainee interviewing skills. Templeton B, Allen MM. Winter 188–196

Professional interests among residency applicants in psychiatry: a pilot study of autobiographical statements. Yager J, Yager AR, Siegel DJ, Strauss GD. Summer 80–85

Psychiatry clerkship sites: factors that make a difference in student performance. Miller DA, Puryear DA, Sadler JZ. Summer 106–113

Mental Status Examination (MSE)

Introduction of a standardized report form improves the quality of mental status examination reports by psychiatry residents. Ruegg RG, Ekstrom D, Evans DL, Golden RN. Fall 157–163

National Institute of Mental Health (NIMH)

National Institute of Mental Health clinical research career opportunities. Shore D, Lash L, Hadley S, Wagman A, Schulz SC. Spring 1–8

New Ideas

Characterization of psychiatry residency training programs. Loebel JP, Brock DM, Scott CS, Hunt DD. Summer 73–79

The inpatient database as a technique to prevent junior faculty burnout. Brown G. Winter 224–229

Starting fights: the debate as teaching tool. Ganguli M, Rancurello M. Spring 39–43

Teaching short-term psychotherapy with blind role playing. Groves JR. Winter 218–223

Post-Residency

Post-psychiatry residency career choice: current trends. El-Mallakh RS, Riba M. Summer 86–91

Psychiatry Resident In-Training Examination (PRITE)

A fuller history of the PRITE (letter). Arnold LE. Spring 54–55

Reliability and validity of the Psychiatry Resident in-Training Examination. Smeltzer DJ, Jones BA. Fall 115–121

Reply to Dr. Arnold (letter). Matthews KL, Ticknor CB. Spring 55

Psychotherapy

The case of double supervision: a resident's perspective on common problems in psychotherapy supervision. Nestler EJ. Fall 129–136

Group psychotherapy in psychiatric residency training. Salvendy JT, Robson B, Babiak T. Spring 27–33

Teaching short-term psychotherapy with blind role playing. Groves JE. Winter 218–223

Religion

The role of religion in psychiatric education: a national survey. Sansone RA, Khatain K, Rodenhauser P. Spring 34–38

Research Training

The inpatient database as a technique to prevent junior faculty burnout. Brown G. Winter 224–229

National Institute of Mental Health clinical research career opportunities. Shore D, Lash L, Hadley S, Wagman A, Schulz SC. Spring 1–8

Residency Training

The case of double supervision: a resident's perspective on common problems in psychotherapy supervision. Nestler EJ. Fall 129–136

Characterization of psychiatry residency training programs (new idea). Loebel JP, Brock DM, Scott CS, Hunt DD. Summer 73–79

From the benches to the trenches: training residents to provide emergency outreach services—a public/academic project. Zealberg JJ, Santos AB, Hiers TG, Ballenger JC, Puckett JA, Christie SD. Winter 211—217

Group psychotherapy in psychiatric residency training. Salvendy JT, Robson B, Babiak T. Spring 27–33

Introduction of a standardized report form improves the quality of mental status examination reports by psychiatry residents. Ruegg RG, Ekstrom D, Evans DL, Golden RN. Fall 157–163

Older psychiatric residents: a pilot study of stresses and strengths. Burt VK, Yager J. Fall 146–149

Professional interests among resi-

dency applicants in psychiatry: a pilot study of autobiographical statements. Yager J, Yager AR, Siegel DJ, Strauss GD. Summer 80–85
The role of current literature in psychiatric residency education. Schweitzer E, Shtasel D. Summer 92–98
The role of religion in psychiatric education: a national survey. Sansone RA, Khatain K, Rodenhauser P. Spring 34–38
Starting fights: the debate as teaching tool (new idea). Ganguli M, Rancurello M. Spring 39–43
Supervision: the residents' perspective. Pate LA, Wolff TK. Fall 122–128
Supervision of residents: teaching must keep pace with knowledge (commentary). Robinowitz CB. Fall 142–145
A survival guide for psychiatric residency training directors. Yager J, Borus JF. Winter 180–187
Teaching short-term psychotherapy with blind role playing. Groves JE. Winter 218–223
Wearing different hats as a family therapist: an integrated four-phase training model. Resnikoff RO, Lapidus DR. Fall 150–156

Supervision

The case of double supervision: a resident's perspective on common problems in psychotherapy supervision. Nestler EJ. Fall 129–136
Supervision: the residents' perspective. Pate LA, Wolff TK. Fall 122–128
Supervision of residents: teaching must keep pace with knowledge (commentary). Robinowitz, CB. Fall 142–145
The supervisors' conference. Berger B, Simmons E, Gregory J, Finestone D. Fall 137–141

Teaching Methods

AIDS as a paradigm of human behavior in disease: impact and implications of a course. Polan HJ, Auerbach MI, Viederman M. Winter 197–203
From the benches to the trenches: training residents to provide emergency outreach services—a public/academic project. Zealberg JJ, Santos AB, Hiers TG, Ballenger JC, Puckett JA, Christie SD. Winter 211–217
A method of teaching and evaluating psychiatric case formulation. Ross CA, Leichner P, Matas M, Anderson D. Summer 99–105
Patients' satisfaction with care received in teaching settings. Scher M, Briggs T, Khan A, Cohen S. Spring 21–26
Starting fights: the debate as teaching tool (new idea). Ganguli M, Rancurello M. Spring 39–43
Supervision of residents: teaching must keep pace with knowledge (commentary). Robinowitz CB. Fall 142–145
Teaching short-term psychotherapy with blind role playing. Groves JE. Winter 218–223

Coming Up

In the Spring 1991 issue

An Annotated Bibliography of Psychiatric Medical Ethics
By Daniel J. Anzia, M.D., and John La Puma, M.D.

Toward a New Alliance:
Psychiatric Residents and Family Support Groups
By James G. Barbee, M.D., et al.